



## St John's Elementary

140 Park Street

Darlington, South Carolina

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 676 Students           |              |
| <b>Principal</b>      | Jean B. Taylor         | 843-398-2350 |
| <b>Superintendent</b> | Dr. Rainey H. Knight   | 843-398-5200 |
| <b>Board Chair</b>    | Connell Delaine        | 843-332-2852 |

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2009</b> | <b>Average</b>  | <b>Average</b> |
| 2008        | Below Average   | At-Risk        |
| 2007        | Average         | Below Average  |
| 2006        | Below Average   | At-Risk        |
| 2005        | Average         | Good           |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

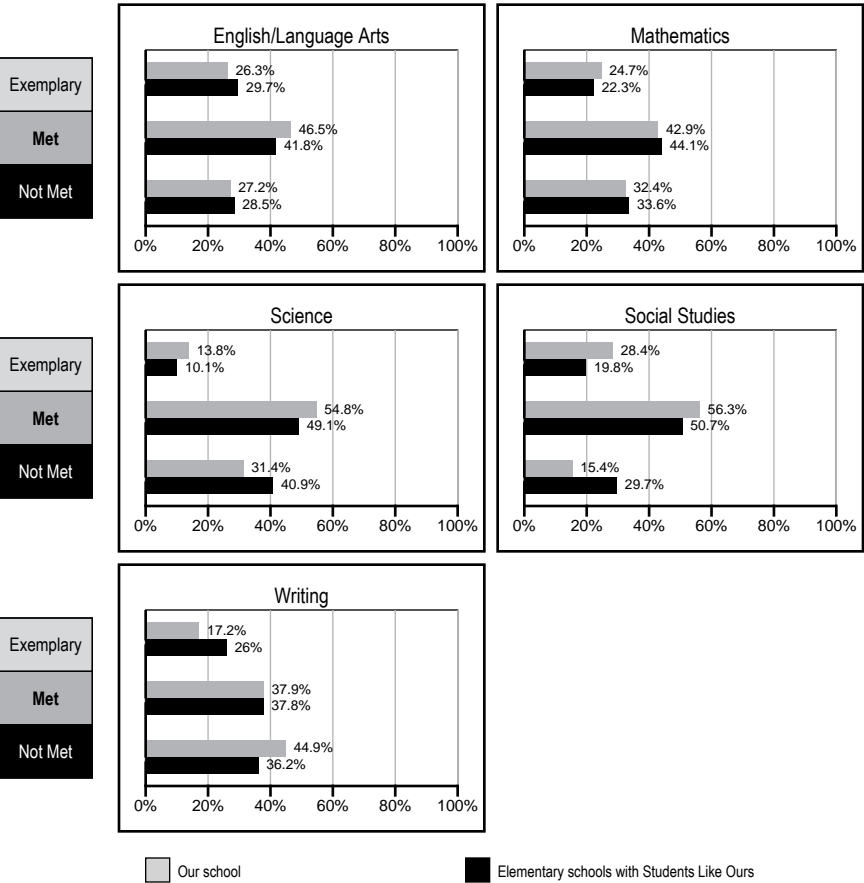
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 8    | 94      | 18            | 1       |

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=676)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 3.9%       | Down from 4.7%        | 2.4%                                       | 1.9%                     |
| Attendance rate  | 96.1%      | No Change             | 96.1%                                      | 96.3%                    |
| Eligible for gifted and talented   | 3.0%       | Down from 4.2%        | 7.2%                                       | 10.0%                    |
| With disabilities other than speech  | 9.7%       | Down from 10.2%       | 9.2%                                       | 7.7%                     |
| Older than usual for grade   | 1.0%       | Down from 2.0%        | 0.7%                                       | 0.5%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.1%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=43)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 48.8%      | Down from 55.8%       | 57.1%                                      | 59.4%                    |
| Continuing contract teachers   | 74.4%      | Down from 90.7%       | 81.6%                                      | 80.0%                    |
| Teachers with emergency or provisional certificates                          | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year  | 82.2%      | Down from 87.5%       | 85.7%                                      | 85.9%                    |
| Teacher attendance rate  | 94.4%      | No Change             | 95.0%                                      | 95.1%                    |
| Average teacher salary*  | \$46,065   | Down 4.1%             | \$46,531                                   | \$47,149                 |
| Professional development days/teacher  | 15.7 days  | Up from 14.5 days     | 12.2 days                                  | 11.1 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 18.0       | Up from 17.0          | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 22.9 to 1  | Up from 20.8 to 1     | 18.5 to 1                                  | 18.8 to 1                |
| Prime instructional time   | 89.8%      | Up from 89.5%         | 90.0%                                      | 90.4%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$6,935    | Up 10.6%              | \$7,600                                    | \$7,458                  |
| Percent of expenditures for instruction**                                    | 70.1%      | Down from 72.3%       | 68.6%                                      | 68.8%                    |
| Percent of expenditures for teacher salaries**                               | 65.8%      | Down from 71.2%       | 62.1%                                      | 63.2%                    |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## Report of Principal and School Improvement Council

St. John's Elementary, a Title I school, had a productive 2008-2009 school year. The school worked collaboratively with parents and the community to promote excellence in academics, athletics, attendance, attitude, and the arts. Balanced literacy instruction, literacy groups, math RIT band groups, Accelerated Reader, Waterford, Wilson, and Success Maker programs encouraged our students to become independent readers. Fifty-one students were invited to attend the All-A Banquet. Three students made all "A" report cards throughout their elementary years. One student was recognized for having perfect attendance in grades K-5. Honor roll students were recognized quarterly. Student and class projects were displayed in the annual Science Fair. An SJE student earned the State Writing Award at the school. The St. John's Singers, under the direction of Sylvia Puffer, were invited to perform at the Christmas on the Square Celebration. The student body supported the community with the annual Christmas Canned Food Drive and the St. Jude's Math-a-thon. Student Council provided leadership opportunities for students. Student Marshals and the Flag Corps teams helped to develop students' leadership skills. Our Beta Club competed in state convention activities and sponsored community projects.

Ongoing staff development opportunities, including Thinking Maps, Test View, MAP, ELA, and Math, helped teachers improve their instructional skills. PBIS continued to be implemented to encourage appropriate behavior among students. Tracie Lewis was selected Teacher of the Year; Rosanna Dudley was chosen Assistant of the Year; and Jessie Addison was named Educator of the Year. Morning math and reading tutorial services were provided for students. Two Success Maker labs provided ELA and math daily for students in grades 1-5.

St. John's Elementary received the district's Five Star Award for the second consecutive year. St. John's Elementary was accredited through SACS/CASI, a division of AdvancEd. The Association of Parents and Teachers, the School Improvement Council, and numerous business partners worked to improve the school. The APT purchased agendas, playground equipment and recognized Honor Roll students. St. John's Elementary continued its tradition of excellence, serving the Darlington community since 1818.

Jean B. Taylor, Principal

Martha Bridgeman, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 41       | 104       | 60       |
| Percent satisfied with learning environment            | 97.6%    | 81.6%     | 83.1%    |
| Percent satisfied with social and physical environment | 92.7%    | 75.2%     | 84.7%    |
| Percent satisfied with school-home relations           | 72.5%    | 78.2%     | 81.4%    |

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |          |
|---------------------------|----------|
| School Improvement Status | CA-DELAY |
|---------------------------|----------|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |       |
|---|--------------|-------|
|   | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers  | 3.3%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 5.2%         | 5.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.1%      | 94.0%*          | Yes                 |

\* Or greater than last year

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 324 | 100  | 26.7 | 46.2 | 27   | 86.5 | 76.8 | 82.8 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 164 | 100  | 29.6 | 47.5 | 22.8 | 85.8 | 74.1 | 79.3 | N/A | N/A |
| Female                       | 160 | 100  | 23.7 | 44.9 | 31.4 | 87.2 | 79.6 | 86.5 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 127 | 100  | 15.2 | 47.2 | 37.6 | 94.4 | 86.7 | 89.5 | Yes | Yes |
| African American             | 190 | 100  | 34.4 | 45.7 | 19.9 | 80.6 | 70.1 | 73.7 | Yes | Yes |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 100  | 92.3 | I/S | I/S |
| Hispanic                     | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 70.7 | 76.5 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 82.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 45  | 100  | 42.2 | 42.2 | 15.6 | 75.6 | 48.5 | 52   | Yes | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 66.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 71.2 | 75.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 247 | 100  | 33.2 | 47.3 | 19.5 | 82.6 | 71.8 | 75.5 | Yes | Yes |

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 324 | 100  | 31.8 | 43.1 | 25.2 | 76.7 | 74.6 | 78.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 164 | 100  | 32.1 | 46.9 | 21   | 78.4 | 74   | 77   | N/A | N/A |
| Female                       | 160 | 100  | 31.4 | 39.1 | 29.5 | 75   | 75.2 | 80.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 127 | 100  | 21.6 | 42.4 | 36   | 82.4 | 84.6 | 87.2 | Yes | Yes |
| African American             | 190 | 100  | 39.2 | 44.1 | 16.7 | 72   | 67.6 | 66.7 | Yes | Yes |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 100  | 93   | I/S | I/S |
| Hispanic                     | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 81   | 76   | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 79.5 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 45  | 100  | 48.9 | 40   | 11.1 | 51.1 | 44.8 | 45.5 | SWD | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 75.7 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.7 | 76.1 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 247 | 100  | 37.3 | 45.2 | 17.4 | 72.2 | 69.1 | 70.2 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

**PASS Performance By Group**

|                              | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 218                              | 99.1     | 30.8      | 54.7  | 14.5        | 69.2                         | 61.7                           | 67.5                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 109                              | 98.2     | 27.1      | 60.7  | 12.1        | 72.9                         | 62                             | 67                          |
| Female                       | 109                              | 100      | 34.6      | 48.6  | 16.8        | 65.4                         | 61.4                           | 68                          |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 87                               | 98.9     | 17.6      | 60    | 22.4        | 82.4                         | 78.5                           | 79.5                        |
| African American             | 129                              | 99.2     | 40.2      | 51.2  | 8.7         | 59.8                         | 50.2                           | 50.3                        |
| Asian/Pacific Islander       | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | I/S                            | 84.3                        |
| Hispanic                     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 65.1                           | 60.7                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 71.2                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 28                               | 100      | 39.3      | 53.6  | 7.1         | 60.7                         | 36.7                           | 35.6                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 46.1                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 59                             | 59.6                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsided meals               | 168                              | 98.8     | 36        | 54.3  | 9.8         | 64                           | 53.4                           | 55.1                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 215 | 99.1 | 14.7 | 56.4 | 28.9 | 85.3 | 67.2 | 72.3 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 108 | 100  | 16.7 | 51.9 | 31.5 | 83.3 | 67.1 | 71.5 |
| Female                       | 107 | 98.1 | 12.6 | 61.2 | 26.2 | 87.4 | 67.4 | 73.2 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 80  | 100  | 10   | 48.8 | 41.3 | 90   | 78.8 | 80.7 |
| African American             | 128 | 98.4 | 17.7 | 62.1 | 20.2 | 82.3 | 59.1 | 60   |
| Asian/Pacific Islander       | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 91.7 | 88.5 |
| Hispanic                     | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 75.7 | 68   |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | I/S  | 72.2 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 30  | 100  | 40   | 46.7 | 13.3 | 60   | 44.3 | 43.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 50.7 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 74.2 | 67.9 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsided meals               | 163 | 98.8 | 16.4 | 62.3 | 21.4 | 83.6 | 61.2 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 327                              | 98.2     | 44.9      | 37.9  | 17.2        | 55.1                         | 60                             | 70.2                        | 96.1                      | 95.8                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 166                              | 98.8     | 50.9      | 37.9  | 11.2        | 49.1                         | 52.8                           | 63.2                        | 96.1                      | 95.5                        |
| Female                     | 161                              | 97.5     | 38.6      | 37.9  | 23.5        | 61.4                         | 67.5                           | 77.5                        | 96.2                      | 96                          |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 127                              | 99.2     | 34.7      | 38.7  | 26.6        | 65.3                         | 72.3                           | 79.1                        | 95.3                      | 95.3                        |
| African American           | 193                              | 97.4     | 51.9      | 37.2  | 10.9        | 48.1                         | 51.3                           | 57.6                        | 96.7                      | 96.1                        |
| Asian/Pacific Islander     | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 92.9                           | 86.2                        | 97.2                      | 97                          |
| Hispanic                   | 4                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 60.3                           | 62.6                        | 96.8                      | 96.4                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 68.7                        | 75.4                      | 90.8                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 46                               | 87       | N/AV      | N/AV  | N/AV        | 22.5                         | 19.1                           | 26.1                        | 95                        | 94.7                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 54.7                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 59.6                           | 61.2                        | 98                        | 97.2                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 249                              | 98.4     | 49.4      | 39.3  | 11.3        | 50.6                         | 52.6                           | 58.9                        | 96                        | 95.5                        |

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample



## PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 95                               | 100      | 28.3      | 31.5  | 40.2        | 71.7                  |
|                       | 4     | 110                              | 100      | 24.8      | 45.9  | 29.4        | 75.2                  |
|                       | 5     | 119                              | 100      | 27.4      | 58.1  | 14.5        | 72.6                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 95                               | 100      | 35.9      | 27.2  | 37          | 64.1                  |
|                       | 4     | 110                              | 100      | 16.5      | 54.1  | 29.4        | 83.5                  |
|                       | 5     | 119                              | 100      | 42.7      | 45.3  | 12          | 57.3                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Science               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 48                               | 95.8     | 32.6      | 56.5  | 10.9        | 67.4                  |
|                       | 4     | 109                              | 100      | 26.9      | 55.6  | 17.6        | 73.1                  |
|                       | 5     | 61                               | 100      | 36.7      | 51.7  | 11.7        | 63.3                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Social Studies        |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 47                               | 95.7     | 13.3      | 55.6  | 31.1        | 86.7                  |
|                       | 4     | 110                              | 100      | 11        | 56.9  | 32.1        | 89                    |
|                       | 5     | 58                               | 100      | 22.8      | 56.1  | 21.1        | 77.2                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
| Writing               |       |                                  |          |           |       |             |                       |
| 2009                  | 3     | 96                               | 99       | 47.8      | 30.4  | 21.7        | 52.2                  |
|                       | 4     | 112                              | 97.3     | 43        | 41.1  | 15.9        | 57                    |
|                       | 5     | 119                              | 98.3     | 44.3      | 40.9  | 14.8        | 55.7                  |
|                       | 6     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 7     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 8     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample